

Common Sense

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Associated Student Body, Inc., Astoria, Oregon

May 4, 1981

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Put on your red dress baby . . .

Yazz, Yazz, Yazz . . . it's time for the "Annual Hoop and Garter Picnic and Dance" again folks!! The A.S.B.I. Annual event is coming up on May 9th. As in years past it's a rain or shine happenin'.

The picnic begins at noon at Cullaby Lake. Be sure to keep the kids away from the Chicken Pox, because it's a Family Event. Don't sweat the rent either . . . it's Free. The cooking will be done by the highly talented, and ever so appreciated, ASBI. Alcoholic beverages will not be provided, but the food is free so pack an appetite.

There will be games for the kids, so be sure and bring the usual assortment of adult toys. You know, the Frisbees, Balls, Bats, Rafts, Blankets, SunTan Lotion, Rust Solvent, Ants, not to mention the things I'm not mentioning

of course. If the rain looks unavoidable you should keep posted as to whether the whole thing will be moved to Camp Rilea. We'll let you know if that happens.

And speaking of Camp Rilea, the evenings entertainment begins at six o'clock. This years dance features the music of two bands. The finest jazz on the North Coast, if not the entire West Coast, comes from Chris Parker. Then, flip your berets over to side B, and prepare for The Soldiers of Love. What more can we say.

This event is kindly brought to you by the A.S.B.I., it's for the campus community, and family and friends. So put on your two-tone highheel sneakers, wind up the kids, and come to the Hoop and Garter. Yazz, Yazz, Yazz.



VISITOR'S DAY AT CCC. Taking a break between performances are Reed Turner, Teter Kapan, Tallulah Rocket, and Tweet Schreiner.

NASC evaluation

Clatsop College makes the grade

On April 6, 7 and 8, nine representatives from the Commission of Northwest Association of Schools and Colleges visited CCC. The envoy came to make their annual evaluation of the college in order to determine its accreditation status.

According to Phil Bainer, President of CCC, results of their three day findings were favorable and that the college "should fare very well."

The envoy split up and interviewed instructors as well as looking into departments.

Some of their concluding statements are as follows:

At the end of a team visitation which provides, at most, two and one-half days of exposure to an entire College — its students, staff, administration, Board, and community, certain general impressions, findings, and assessments of the institution emerge. The quality of the College and its programs become apparent to the members of the team, even though each has had a specific assignment. These form the basis for recommendations and commendations offered the College by the team toward the end that the College may continue to operate successfully.

Those aspects of the Clatsop Community College operation which the Committee believes warrant particular attention are presented below.

RECOMMENDATIONS

— The role and responsibilities of department coordinators, even though outlined to some extent in the Job Specifications publication, seem not to be well enough defined and understood. It is recommended that

special attention be directed to orienting coordinators to their responsibilities, to equalizing work loads, and to considering released time in cases of excessive time demands.

— Evaluation is occurring; however, the Committee recommends very strongly that the College committee working in this area approach the matter by first clearly stating the purposes to be achieved through the process, and then completing the details for the overall evaluation process which will achieve the purposes.

— The seriousness of the many site and facility barriers to the handicapped are recognized. Making the necessary corrections should continue to be a very high priority.

— Although communications are occurring through publications, committees and on a one-to-one basis, a need for greater communication among faculty was especially apparent. Faculty-administration communication avenues seem stronger and more frequently used than do those from department to department or faculty member to faculty member.

— A comprehensive and well defined system of testing, advising, program placement, and student orientation is strongly recommended. This could increase the potential for student success and retention.

— The large number of class preparations in some disciplines could lead toward compromising the quality of instruction. The Committee urges that the College carefully evaluate this practice.

— Strong schedule management to insure full teaching assignments for faculty.

— Possible curtailment of courses attracting few students, thus acknowledging that the College cannot offer every course for every student.

— An examination of student-faculty ratios and determination of program and course costs.

— Collection and analysis of accurate data regarding full-time and part-time, day and evening, and off and on campus enrollments.

— The last and most sincere recommendation of the Committee makes is by far the most difficult. The success of the College's program has been demonstrated, and the College has offered a broad program of instruction and services. However, in view of the shift toward fewer full-time students, the high cost of offering very small classes, and the potential of funding level variations from year to year, the Committee recommends strongly that a major College effort be directed toward

And finally, an active recruiting and informational program to prospective students to strengthen future enrollments.

The above recommendation is made in an effort to reduce the College's vulnerability to the funding, enrollment, and program changes. Readily available, complete student and enrollment data were lacking; the Committee sees these data as essential for the future of the College.

COMMENDATIONS

With so many good things happening to make Clatsop Community College the success that it is, the Committee could list many commendations. These few seemed, however, to be particularly strong and deserving of special mention.

— The ability of the College to plan and successfully implement uncommon and highly technical programs.

— The compact, well-maintained and equipped and attractive main campus which serves so well the programs and services offered.

— The potential the College sees for new programs possible at the College's specialized sites.

— The stability of the College is reflected in low staff turnover and relatively steady enrollments.

— The College's responsiveness to the community and its willingness to serve a wide variety of needs and interests.

— The very positive learning environment resulting from the enthusiasm and helpful attitudes which are so evident.

— A classified support staff that is an integral part of the College, so very concerned for its students and their success.

And last, and at the risk of repeating some of the essence of earlier commendations, a faculty and administration so very strongly student oriented. Clatsop students are indeed fortunate!

The Commission will meet again in Lincoln City on June 17, 1981, to make their final decision on CCC's accreditation status.

Parent education program given new life at Clatsop College

A \$6,290 Consumer and Homemaking Education Grant received by Clatsop County College will be used to give new life to a parent education program at the College.

Hired recently as instructor-coordinator was Annie Cook, a Salem resident with ten years professional experience in parent education and counseling. She will teach two classes aimed at providing educational services to parents of infants and toddlers under the program, which is entitled PEP—for Parent Education Program.

The federal grant is administered by the State Department of Education and will pay salaries and instructional costs. It expires June 30.

From now until then, Mrs. Cook, who holds a bachelor's degree in psychology and a master's degree in counseling, hopes to provide parent education classes throughout Clatsop County.

Two classes will be offered: Learning Through Play and a general parenting class.

Learning Through Play will be offered both in Astoria and Seaside. Parents or other care-givers, such as grandparents, and children through one year of age will learn together the value of play in the home. The class will meet on Mondays in Seaside and Tuesdays in Astoria for about one and one-half hours a week for five weeks. The starting date for the Seaside class is April 27 and for the Astoria class, April 28. For information concerning class time and location, parents are asked to call the Josie Peper Child Care Center, 325-5976.

The general parenting class will focus on parents under stress and will be available to parents with children of any age. Typical questions to be addressed include: "What do I do when

my child doesn't hear me and I know he or she is not deaf?" "Why does my child do this to me?" "What do I do when I want to throw my child out the door?" "How can everyone win family wars?" and "What kind of parent do I want to be?"

"Several different approaches to child guidance will be used," Mrs. Cook says, "with respect and attention given to each parent's philosophy."

The parenting class is also scheduled to begin Monday, April 27, from 7 to 9 p.m. at the Josie Peper Child Care Center, 16th and Franklin.

For both classes, Mrs. Cook urges parents to pre-register by calling the child care center, 325-5976. She hopes to compile information regarding parents' needs and interests as well as names, addresses and the ages of children. Though the first classes are planned for infants through one-year olds, Mrs. Cook encourages those with older toddlers to call as well. Future classes will be designed to meet parents of older children's needs.

In addition to her academic degrees, Mrs. Cook has had broad professional experience, including managing her own private counseling practice the past two years. Married and the mother of two sons, she was a child development specialist at Englewood School in Salem from 1974 to 1979. Prior to that she co-founded and taught at Salem Open School.

She is a licensed Parent Effectiveness Training Instructor and was responsible for the design and implementation of a child development specialist pilot program in a Salem elementary school.

In working with children, she relies on play therapy, puppets, role-playing, singing and art therapy.

LETTERS POLICY

COMMON SENSE will accept letters to the editor two days prior to publication. The writing must be printed legibly or typed, and signed. Letters will be edited for spelling and clarity. COMMON SENSE reserves the right not to run any letter that is libelous or in bad taste. Rulings are open to discussion for revision, but the editorial staff makes the final decision.

Editorial

Well, fellow students, I suppose the scare Ronald Reagan gave us regarding our Student Eligibility Reports is over.

How can I make such a statement? Because I received my notification of eligibility just the other day.

On March 11, Reagan presented Congress with the following proposals: a 40 percent cut in the B.E.O.G. program, one hundred million dollars out from the N.D.S.L. program in addition to phasing out the National Direct Student Loan Program over the next four years, 25 percent each year, and rearranging the G.S.L. so that it's available to only those students with an absolute need. The interest incurred on the G.S.L. will accumulate at the receiving of the loan and tagged on the end, rather than incurring at the formal leaving of school.

Although my S.E.R. report did not say exactly how much fundit I am entitled to, at least I know that I will be able to enroll in school next year. Keep your chins up kids.

Letters to Editor

Dear Editor,

On Friday, February 13 at approximately 5:30 a.m. immigration and police officers broke down the back door at 3141 S.W. Barbour Blvd. No. 8. They were looking for Bishara Costandi, a Palestinian student currently attending Portland State University, who they charged (hours later) was not maintaining the necessary course load. Bishara, who had been frightened by the sounds of pounding at his door, had awakened and was on the telephone to the police when his bedroom door was also kicked in. Yelling "Police" and "Immigration" a number of officers carrying guns ordered him to "freeze" and drop the phone. In answer to his questions he was told not to ask questions, but to do as instructed. At gunpoint, he was ordered to get on the living room floor and remain motionless. His hands were handcuffed behind his back. Still at gunpoint, he was told that he was under arrest and that a search warrant was issued.

He was then taken to the immigration building at 511 N.W. Broadway. According to neighbors, Police and Immigration authorities stayed and spent two hours searching his apartment. It was not until several hours later and after several requests to see an attorney that Mr. Costandi was advised of the charges and his rights and allowed to call an attorney. When his attorney arrived, immigration authorities searched his attorney before allowing the visit, saying, "this is not an ordinary case."

Bail was set at \$5,000 and a bail hearing convened. In attempting to impede the reduction of bail, the Immigration officer told the judge that I.N.S. believes Costandi is involved in undesirable political activities? The I.N.S. official refused to explain to the judge these false accusations, though asked by the lawyer present. Accordingly, the judge reduced the bail to \$2,000 and Costandi's release was arranged prior to his transportation to jail in Salem.

It is important to add that Bishara's rights were not read until hours after his arrest. Nor was he informed until later of the reason for his arrest (course load). No criminal charges were brought against him, and although he was willing to be questioned, as I.N.S. had first demanded, they later changed their mind, and declined to question him.

Deportation hearing was scheduled for March 18, 1981.

Committee Against
Political Repression

Smoke gets in your eyes Uncovered

Dear Editor:

I have finally made an important scientific discovery, and I want you all to know before it's too late.

The other day I took my dog to the vet for her annual checkup, and the doggie doctor inoculated her against something called Pyrovirus. Then it struck me! It is the dogs that have been responsible for all those fires we attribute to smoking while in bed. After all these years they are burning the hands that feed them.

I have got to do something very quickly, and you've got to help me. Those hotel fires in Las Vegas were started by dogs with Pyrovirus, and I just know they won't stop there. Innocent people are dying! Next thing you know they'll be burning down (burning up?) the schools, and then where would we get our educations? These things are so important, and no-one realizes what's really going on... oh, please do something quickly, I think I smell smoke.

...your Cousin Mary

P.S. And do you know what happens to the fleas... they get all puffed up and crispy like raisins, and you have to scrape them off the bottom of your Sperry Topsiders...

"THAT'S DUMB!"
"HEY, NOTHING'S DUMB,
ANYMORE."

CLATSKANIE, JULY 4, 1980

I would like to extend a hearty undercover thanks to the maintenance crowd for their productive efforts in mowing the lawns and general grounds keeping. When the sun shines, your efforts are obvious.

Truly appreciative,
X-4, ASBI Undercover
Secretary O' the Estate

Plaudits

Thank you Nina Sterling for getting a pay phone installed in Fertig Hall!

The telephone, and its partner, the telephone book, aer located on the west end of the building.

Nina, who got the Oregonian to bring a newspaper box to the college stressed to me that, like the newspaper box, which was taken out, the telephone would be taken out if it is not used enough.

The newspaper box extraction left no scars except in the hearts of the people who knew it, but if the telephone is taken out, there will be a big hole in the wall!

Oh!

Grateful Felicitations to you, Jackie Amos, for successfully directing the A.S.B.I. sponsored telephone campaign. Thanks to you and your volunteers, the people of Clatsop County accepted and voted in favor of the college's proposed budget of \$1,545,875.

Susan Traynor

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Correspondence should be directed to the Editor, COMMON SENSE, Clatsop Community College, 16th & Jerome, Astoria, Oregon 97103. Letters must be signed, names will be withheld on request. Letters must be typed and are subject to editing if necessary as to the length, style and journalism ethics.

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Indian legends told each Saturday

Susan Traynor

Linda Grznar, one of the many local talents of Astoria, is once again dazzling her audience with authentic Indian lore of the Pacific Northwest. Children and adults alike are captivated by her unique style of interpretation. I found myself ducking to the sounds of bats and owls as Linda swooped at her listeners and then sitting respectfully straight, Indian style, as I listened to the wise man speak through her.

Linda, commissioned by Friends of Library Association, will be sharing her interpretations of Pacific Northwest Indian lore each Saturday at the Flag Room of Astor Library. Her performances are from 10-11 and from 2-3 p.m.

Each Saturday a different tribe will be featured and promises to be a learning experience for all. Children are not only welcome but encouraged to attend. The simplicity of her storytelling is enough to mesmerize any child while adults can appreciate the depth of the culture she unfolds. For those living on the Northwest coast, Linda's presentation is more than a treat, as we gain new respect and awareness for the original peoples of this area.



Women in math: Summing it up

By SUSAN TRAYNOR

Are males more capable of doing math than females? This was one of the questions that was discussed in a special seminar "Strategies for Increasing the Participation of Women in Mathematics Related Fields." The seminar, sponsored by the National Science Foundation, was held at the Oregon Graduate Center for Study and Research in Beaverton.

Gerry Swenson, an instructor at CCC's math department, attended the seminar. Says Swenson, "CCC has been concerned with the recruitment of students for its mathematics and science courses. Not only are enrollments small in some of the advanced classes, but many students are ill prepared to take even the lower level classes." Strategies to increase participation of all students is Swenson's concern and the NFS seminar seemed to be a good place to start.

The first part of the seminar series met late in October. About thirty participants consisting of university math and science professors and counselors attended.

Directors of the seminar, Lenore Blum of Mills College in Oakland, and Ruth Afflack of U. of California in Long Beach, presented two problems women face in the mathematics related fields: how to get women interested in math related fields, and, how to address the anxieties that women seem to have about mathematics.

After two days of discussion, participants were asked to research these problems as well as the reasons why women feel inadequate in the math related field.

Returning to Beaverton on March 2 and 3 for the conclusion of the seminar revealed many interesting and startling facts. It is Swenson's opinion along with many others that women are victims of environmental influence due to traditional sex roles. "They (girls) feel inadequate to handle managerial positions because society has dictated that boys are to hold these positions," said Swenson.

An example was cited that in early childhood when boys usually play games or participate in sports that involve skills in spatial measurement, girls are usually playing passively with dolls and other toys that do not require those spatial skills. One researcher found 2 recently published elementary level textbooks in all subjects depicting boys as being "active in pictures, while girls pet kittens and soothe dollsies." Swenson related the account of an elementary book that had a section about jobs. For boys there was a long list of opportunities from being doctors to carpenters. For girls there were three listings - nursing, teaching, or homemaking. "Society has so many subtle sex stereotyping," says Swenson.

Other revealing research projects were discussed such as a study made on 102 college students at Loyola U. in California. Students were asked to imagine they were living in 1990 and describe a typical Wednesday in their lives.

65 males and 37 females participated. Sharp contrasts were found in their individual course study. For example, 16 males from "differential equations" 2 specialized math courses, vs 5 females responded. No males majoring in math for elementary education responded against 17 females who were. Seventeen females vs 2 males who responded from core mathematics designed for non-science and engineering students.

The responses indicated among college students, that females are much more aware of the realities of daily chores in a two-career family than men are.

Researchers noted that it is "almost

painful" that not one male wrote "fix breakfast" as part of the process of preparing for the day's activities. Women still concentrated on the traditional fields.

Data from the science and engineering classes, revealed that 30.8 percent of the men questioned versus (7.7 percent) in the Executive category. Students placed in this executive category in their responses mentioned project management, business partnership, and business ownership.

The researcher pointed out that this may be a critical observation because national statistics indicate that females graduating with degrees in math, science, or engineering, readily find jobs, often at salaries slightly higher than males with the same degrees. Yet, a few years later, males tend to move up the management ladder and are "outearning" their female classmates. Reasons for this are varied. Women are reluctant or uninterested in assuming a management position as a result of "sex-role socialization."

According to one researcher who did a survey of 40 women who have held, or presently hold an administrative position of assistant dean or higher in California Community Colleges, this idea of sex-role socialization is a viable reason. When asked questions regarding appearance and aggressiveness and how they affect one's position, most felt that if a woman wore pantsuits or was aggressive, she would tarnish her respectability. Swenson, however, disagrees. "A woman having to check her aggressiveness realizes that men who show assertiveness as men are labeled."

John Hopkins University Psychology professors published a similar study in December of 1980. The study, "Sex Differences in Mathematical Ability: Fact or Artifact?" scanned six years. Professors Camilla Persson Benbow and Julian C. Stanley were quoted as saying in Science Magazine (12-80) "We favor the hypothesis that sex differences in achievement and in attitude toward mathematics result from superior male mathematical ability, which may be in turn related to greater male ability in spatial tasks. This superiority is probably an expression of a combination of both endogenous and exogenous variables."

The participants in the seminar discussed some of the obvious flaws in the study. The first was that there was a higher number of males participating. The second was that at age twelve, there are more emotional changes occurring with girls than with boys. Girls are concerned with their changing bodies and tend to follow each other.

One researcher cited an example of a twelve-year-old not wanting to take a class because the boys were "creepy." Other studies prove that girls are less likely to "guess" on tests. Any answer left blank is immediately counted wrong. Other girls are under family pressure. One researcher designed an extra Saturday math program. Boys had no problems getting rides to class but girls did. Finally, the instructor managed to get a grant enabling her to personally pick up the girls.

Ironically, neither one of the researchers has a math background.

What does one do to alleviate some of these problems females face? Many of the professors at the seminar suggested special workshops for women that would help women to overcome their fears of math and others that would inform women what can be done with a math or science degree. "Women deny themselves ninety percent of the job market by avoiding math and science," warned Ms. Swenson.

Ms. Swenson is attempting to do something to alleviate math anxiety in women. She teaches Math 191, 192, and 193 "Mathematics for Elementary Teachers." At the beginning of the term when she first recognized anxieties, she asked the students, (all women in the class) to air their feelings about math and then to write about it.

Swenson and the class devised a program which combined activities and lectures in such a way that would be meaningful to them. She is confident that her new design works better than her previous classes in this course.

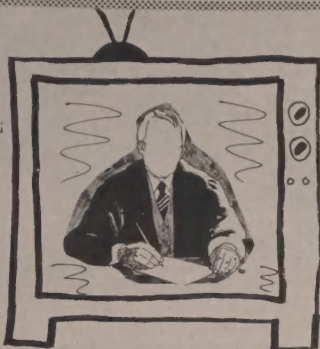
"By the end of spring term, if things continue as planned, there will be 11 women who have strong, positive, enthusiastic feelings about mathematics and will be in a position, in a few short years, to influence a large number of youngsters to take those science and math courses. Perhaps they will be confident enough to take one themselves," Swenson aspired.



DEFACE THE NATION comix

by **A**

"No wait, just in... we have been given incorrect information; Those weren't the Northern lights... Alaska has been nuked."



"...and that's it for today's mail, Mr. President, sir; just this letter from Tatum saying that if you send her to Harvard she'll take the blame next time."



OVERHEARD AT A BREAK...

"Well it's certainly easier since we ran all the Demos out. We threw away the old constitution and just go by the book now."

"Yes; Orwell is easier reading, hmmm? Shame he isn't around to write for Dallas..."



"You're so right, Ronnie; if we exhaust 'em fighting Nuclear Power Plants, they'll never get it up to stop the war. I mean, you can't get much protein from sprouts. So how's the wife? Still a perfect size four?"



"You know, the Space Shuttle Film (directed by George Lucas) and the assassination attempt skit went so well that I think next we'll build a set out back of MGM and burn Miami."

"Think we could package it for home video?"

"No, really? You mean Jonestown was really Woodstock II, and that wasn't cyanide in the Kool-Aid? Oh, I see... so George Wallace is really Jimmy Jones, and Henry Kissinger is Reverend Moon."



M.S.B.: Hey L.W.M. No, seriously... Thank you, you could never be replaced. Y.S.B.



Leon Dunham

Nathan Martin, 5 years old, poses for the camera at the Josie Peper Center.

BIRTH OF THE BLUES

the sea swells
pregnant with the life
that teems in its
fluid womb
squirming twisting
testing kicking
vibrant
vital
voracious
rising swelling
higher faster it
peaks its push
and smashes against the sand
delivering its caul of
life wailing screaming naked
its frenzy finished
it sighs back and slowly moves
away
leaving life gasping and struggling
on the shore
alone

alone

alone

By Don Oswell

.....

Existential Referential

meyouwe
meis
yous
weis
you
me
was
is
us
are

By Don Oswell



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CULTURAL EVENTS LINEUP

Movie—April 28, 30, Gaslight C.C.C. Room F-19
Movie—May 8, Man Who Fell to Earth Library, Public & F-18
Play—May 8, 9, J.B. Cannon Beach Coaster Theatre
Picnic Dance—May 9, A.S.B.I. Hoop and Garter Cullaby Lake-Camp Rilea
Movie—May 12, 14, F.M. C.C.C. Room F-19
Play—May 15, 16, 17, J.B. Performing Arts Center
Movie—May 22, Wages of Fear Library, Public & F-18
Movie—June 5, Some Like It Hot Library, Public & F-18

Montage

Every color offset by one;
he winds the nape of her neck,
lisle and litany only qualms
to throw the warp off.

Aterring twigs;
the outer garment takes on her shape,
In March he fell with heat exhaustion—
small house.

At midnight the ferry goes by,
he brings her milk.
She is scared of bridges and flat tones;
he, of something so needed as the
nightly walk.

Lisa Raven



Jean Vincent

The Phoenix is a lonely bird,
Born from the ashes of another life,
The Phoenix brings life, brings hope,
Born with the flames of love.

How many times has the Phoenix been born,
Brought to life without love,
And how many times has she cried,
Cried alone with no one to comfort her.

For the Phoenix to live unloved,
It's like being the only one in the world.
If I had the chance to make her my love,
I'd surely love her forever and a day.

So spread your wings my little Phoenix,
Spread them and fly,
The love in your heart
Does not go unnoticed.

For I am like you, all alone,
Born to cry, cry alone.
The fire in my heart,
It has no end. Be mine today.

By Jean Vincent

Haphazard homemaker

By Ruth Christianson

As the current interest in nutrition has grown, most of us have learned which food products are most harmful to our bodies. A great many people now control their diets in some way, resulting in better physical and mental health and decreased susceptibility to diseases. Food companies are becoming more aware of this concern about diet. They are testing more recipes using whole wheat products instead of the nutritionally bankrupt white flour.

A recipe on the Fisher whole wheat flour package for whole wheat applesauce cake is excellent except that it calls for 1½ cups sugar. Why should you avoid white flour and then add refined sugar, that worst of all health offenders, to your diet? I consulted Betty Crocker to find out how one replaces white sugar in a recipe. Do you add less liquid, an equal amount of the substitute sweetener and are other ingredients necessary to make the change? I could find no such information in current cookbooks. Cake recipes therein were made with white sugar and flour. The necessary information was finally located in my Mother's wartime Better Homes and Gardens Cookbook. During the war years, refined sugar was rationed and honey, molasses and corn syrup were more economical replacements for sugar in recipes. The following excerpt from the book tells how to replace it in cakes and cookies.

"In cakes, use up to 75 percent honey, molasses or corn syrup for sugar and the remaining amount sugar. Use equal amount in substitution. Decrease the liquid in recipe ¼ cup for every 1 cup honey, molasses or corn syrup. Decrease soda in recipe to not more than ½ teaspoon in a cake. In cookies, honey, molasses or corn syrup may replace sugar entirely. Decrease oven temperature when using sugar replacements. 325 F is about right for standard cake recipes."

The resulting applesauce cake was slightly dry, due to the ¼ cup less applesauce it contained. As the wartime recipe probably used white flour rather than whole wheat, the cake should be equally successful using either the entire amount of sugar replaced by honey or using 1 cup honey, ½ cup brown sugar and the full amount of applesauce. The recipe is shown here exactly as it appears on the Fisher package, with my additions and substitutions in parenthesis.

Fisher's Whole Wheat

Applesauce Cake

3 cups Fisher's whole wheat flour
2 tsp. baking powder
1½ tsp. soda (½ tsp.)
½ tsp. salt
1 tsp. nutmeg
¼ cup shortening (I used margarine)
½ cups sugar ½ cups honey)
3 eggs, well beaten
1½ cups applesauce (1¼ cups applesauce)
1 cup chopped walnuts

1. Preheat oven to 350 F. (325 F.). Grease and flour 9x13x2 inch pan.
2. Mix dry ingredients together. Reserve ½ cup for walnuts.

3. Cream shortening and sugar (honey) until light and fluffy.
4. Add beaten eggs. Blend well.
5. Add applesauce alternately with dry ingredients, beating until smooth after each addition.

6. Coat nuts with reserved flour, fold into batter.

7. Bake in preheated 350 F. (325 F.) oven in greased and floured 9x13x2 inch pan for 45-50 minutes. Yield: 12 servings.

Cream Cheese Frosting (Cream Cheese Frosting)

About 5 ounces softened cream cheese, mixed with 1-2 Tbs. orange juice and 1 tsp. honey or to taste and consistency desired. Orange marmalade is wonderful blended with the cream cheese but also contains refined sugar rendering the cake less wholesome. Other fruit juices and sweeteners may be used and dates and/or raisins added to the cake batter. Try different variations depending on what you have at hand.

Art Gallery Information

POTTERY X9
Show May 4-15
Reception May 6

MARITIME INDUSTRY
Show May 18-22

CCC STUDENT SHOW
Show May 26-June 8
Reception May 27

Premier May 8th

Experimental Reed's Theatre

Performances of the play J.B., a contemporary look at the story of Job, will begin the weekend of May 8 at the Custer Theatre in Cannon Beach. Curtain is at 8:00 p.m. The following weekend, May 14, 15, 16, the show will be performed in Astoria, at the Performing Arts Center. On those nights the play will start at 8:15.

J.B., written by Archibald MacLeish, follows the story line of the Book of Job, in which the Hebrew patriarch Job — "a perfect and an upright man" — rather suddenly and inexplicably loses all that he possesses, including his wife, children, health and home. When Job questions his wretchedness, he is silenced by a voice out of a whirling wind that magnifies the majesty and magnificence of creation.

The play is being performed as readers' theatre. Where, as director Reed Turner explains, "a little set or customing is required and the attention is drawn to the quality of the actors' portrayal. We remove all the trim, in other words, we make the actors act." In readers' theatre, the actors hold the script and are free to refer to it; but for the most part, they memorize their lines.

This production is also unique in that the actors assume more than one role. The cast, and characters assumed by each, are as follows:

Ted Amore III	J.B.
Sue Burns	Sarah
Tammy McKennon	Rebecca
	2nd Civil Defense Officer
	Eliphaz
	Miss Mabel
Teter Kaplan	Mary
	Mrs. Bottoceili
	A Boy
Anny Hyland	Bilhad
	Mrs. Lesure
	1st Police Officer
	2nd Soldier
Dean Bourland	2nd Police Officer
	Mr. Murphy
	1st Representative
	David
Lois Bode	Ruth
	Girl
	Zephair
	Mrs. Adams
Liam Dunne	1st Soldier
	2nd Representative
	Jolly
	1st Civil Defense Officer
	Jonathan
Tweet Schreiner	Mr. Zeus
Filis Rose	Nickles

The highly creative talents of Peggy Bettis, who has done the costuming for numerous local productions, are once again called upon. Her work displays her vast amount of knowledge as well as her eye for color and design.

Others involved in the technical production are:

Joe Flickenger	Lights
Katie Shannon	Directors Assistant
Holly Whalen	Production Assistant
Tammy McKennon	Production Secretary

Carol Barth	Poster Design
Dian Waisenn	Seamstress
Brian Larson	Light Board

The director is Reed Turner, whose work has been recognized by numerous people as bringing a fresh approach to the local theatre scene.

Tickets are available at the College library and on the night of the shows. Reservations are not necessary, although encouraged, as tickets are going fast.

Eat Out - It's Fun

TABLE NO.	NO. PERSONS	CHECK NO.	SERVER NO.
		91210	

Columbian Café

Monday, 7-2 PM
Tue, Wed, Thurs, 7-10 PM
Friday, 7-Midnight
Saturday 8-Midnight
Sunday - Brunch 9-3

Espresso - Crêpes
- Pasta -
Fresh squeezed
Carrot and
Orange juice
TAX
THANK YOU!

ONE SYLLABLE WORDS OF POWER

Try your wings and see if you can pick out one of the four choices which is nearest in meaning to the key word.

1) FLAUNT — A) to scoff at. B) to beat with a rod. C) to praise unduly. D) to make a gaudy display.

2) FLOUT — A) to whip or flog. B) to treat with contempt. C) to cry out. D) to show off.

3) FLAY — A) to spread out. B) to ravel at the edge. C) to make tired. D) to criticize severely.

4) FLAIL — A) to trash about. B) to beat. C) to strip the skin off. D) to be scared.

5) PRATE — A) to talk foolishly. B) to parade up and down. C) to spread out thin. D) to flatter.

6) RAIL — A) to laugh uproariously. B) to tear down. C) to utter loud complaints. D) to send to prison.

7) WREAK — A) to be wringing wet. B) to emit evil smells. C) to split wide open. D) to inflict as vengeance.

8) RAZE — A) to destroy utterly. B) to build up. C) to make fun of. D) to harvest.

9) CLOY — A) to make fun of. B) to tire, as with too much sweet. C) to flirt. D) to stick together.

10) FOIST — A) to lift up. B) to drench. C) to palm off slyly. D) to scorn.

"Above average" welders certified

Ten Astoria, Warrenton and Hammond students enrolled in the Clatsop Community College welding program recently passed the State Dept. of Commerce Boiler Division's Welder Certification Test.

Passage of the test, which is conducted on 8" pipe, informs future employers that the student is a qualified welder, according to Al Schultz, welding instructor. "Passing this test means these students are better than the average welder," Schultz says.

Officially, state certification qualifies the student to perform arc welding in all positions with or without a backing ring on valves, pipes and fittings installed beyond stop valves. It does not, contrary to what the name of the department implies, qualify students to weld on boilers. That certification is usually gained when working for a firm specializing in that type of welding.

Astoria students who passed the test include Joe Rudolff, David Searle, James Larson, Douglas Graham, Steve Barkemeyer and Craig Hedeon.

From Warrenton, Stephen Salmi and Ted Johnson earned certificates, as did Steve Smet and David Greer from Hammond.

An inspector from the boiler division administered the test, which is given to the maximum of 10 persons. Ten more students will be tested the end of spring term.

Winter Term

Five graduate from CCC

Four Oregonians and one student from Washington recently completed studies at Clatsop Community College and earned associate's degrees.

From Astoria, John K. Shoemaker earned an Associate in Science in Commercial Fishing Technology and James William Stuart earned an Associate in Science in Forest Management Technology.

Other Oregonians who earned degrees at the two-year community college include Claudia Jean Drake of Rockaway, who earned an Associate in General Studies, and Michael L. Houston of Coos Bay, who earned an Associate in General Studies, Emphasis in Oceanographic Technology.

Robert L. Driver, Ocean Park, Wash., earned an Associate in General Studies, Emphasis in Forestry Technology.



Who is this lady sitting at Sandi Holmstedt's desk? Please allow me to introduce Jan Kyle, our new financial aide secretary. Jan transferred from the veteran's desk because Sandi has moved on to more complicated things: having a baby. Asked if Jan had any statement to make she replied, "Fall term is going to be very busy for me so come in and get acquainted before the rush."

Astoria's Community Store— 1120 Marine Drive

natural
foods—



for clear
thought

take home a square meal

1981 Timber Carnival

Each spring, residents of Clatsop County, plus many others from through out Oregon and Washington eagerly await the 3rd Saturday in May. On May 16th this year, over 1500 people are expected to watch and participate in one of the biggest events of the year — The 6th Annual Clatsop County Timber Carnival. This year's free timber carnival will begin at noon and held at Camp Rilea Military Reservation.

Since 1975, it has been a tradition for the Timber Techns Forestry Club to present a free timber carnival for the local loggers and general public. Every year, our timber carnival has grown a bit larger in size and scope with last year's crowd of over 1,500 spectators, 80 contestants, and the presents of KGW's P.M. North West Magazine showing footage of the carnival. Some of the contestants were professional logging sport enthusiasts and came from all over Oregon and Washington to participate in our show.

The entire timber carnival is organized, promoted, financed, and run by the Timber Techns. All of this is put on by the dedicated efforts of a dozen people. The carnival costs us over \$5,000 to put on. To help raise money for

this annual event, we publish a program of events, special articles, local logging history, and business advertisements. We print these up and distribute them to all of those in attendance at the show free of charge.

Included with the show is an all day beer and wine garden. Last year we went through over 25 kegs of beer and 8 cases of wine. To top the day off, we present a dance in the evening. We feature one of Oregon's finest and most popular country, rock and blue grass bands — Wheatfield.

The Clatsop County Timber Carnival is special and unique from all the others held through out the Pacific Northwest. Each year a new group of highly motivated and dedicated forestry students organize, promote, run, and finance the entire timber carnival. Our carnival gives many of the local loggers a chance to test their skills against some professional logging sport enthusiasts.

So spring quarter, watch out Clatsop College students. It's spring time that means Timber Carnival. The Timber Techns will be running around with carnival fever!

Answers to vocabulary:

1-D; 2-B; 3-D; 4-B; 5-A; 6-C; 7-D; 8-A; 9-B; 10-C.

Here are the true meanings to these words. When you:

- 1) FLAUNT your wealth before others, you are making a vulgar display of it.

- 2) FLOUT the opinions of another, you are scoffing and treating them with scorn.

- 3) FLAY a person, you are criticizing him bitterly and without mercy.

- 4) FLAIL a horse, you are flogging him.

- 5) PRATE at your virtues, you are babbling in a foolish and vain fashion.

- 6) RAIL against fate, you are complaining in a loud and angry manner.

- 8) RAZE a building, you utterly demolish it and level it to the ground.

- 9) CLOY your taste with jam, you have stened it.

- 10) FOIST a fake coin on another, you are palming it off slyly as though it were worth something.

Feeling nervous?

Here are some herbs noted for soothing nerves: chamomile, celery, dill, lobelia, peach leaves, pennyroyal, red clover, rosemary, sage, scullcap, skunk cabbage, spearmint, squaw vine, St. John's wort, thyme, valerian, vervain, wild cherry, blue violet, mistletoe leaves, red sage, catnip and mugwort.

These and more are listed in *Back To Eden* by Jethro Kloss. "Traditionals" has a nice tea blend called "Nuclear Casual Tea" which consists of spearmint leaves, rose petals and buds, chamomile flowers, hop leaves, catnip leaves, and rosemary leaves.

MAY DAY SALE
may day may day
MAY 1, 4, 5th
ccc bookstore

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A breath of life for the 80's.

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Prepared by:
Dr. Philip A. Smith, M.D. (Medical Director)
Oregon Lung Association
1700
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"Protect your lungs on the job" is the theme of a public awareness campaign which the Oregon Lung Association is launching April 15. The goal of the campaign is to educate workers, employers and the general public about the hazards that are associated with breathing certain dusts, fumes and gases.

Two full-time specialists, including an industrial hygienist, are available to answer questions, research available literature, and help workers and employers identify health hazards and develop training programs. They will be available to speak to groups upon request.

Among the campaign activities will be television and radio announcements about respiratory protection in three areas where airborne substances could damage the lungs: auto body repair, welding, and the visual arts and crafts.

Partially funded by a grant from the Occupational Safety and Health Administration (OSHA), the public information campaign features an eye-catching display which illustrates health hazards, their effects on the body, and the occupations in which they occur.

As a free service to Oregon residents, the Oregon Lung Association has

established an extensive Occupational Health Resource Center in Portland. People outside of the Portland area can obtain information and materials from the center through the OLA office in their area.

"We're open to everyone and our material covers all areas of occupational health, including government regulations, medical and scientific research, and information pertaining to specific industries," explained Frances Costikyan, OLA Executive Director.

"We've taken a major interest in occupational health because there are very few places providing factual, up-to-date information on occupational health hazards," Costikyan said.

The OLA will also sponsor lectures by Michael McCann, Ph.D., an industrial hygienist and science writer specializing in the health hazards of arts and crafts. McCann is president of the Center for Occupational Hazards, which operates the Art Hazards Information Center. Times and places for these activities will be announced.

The Oregon Lung Association has also published a directory of occupational health and safety resources to be used by Oregon residents. For more information, contact the Oregon Lung Association.

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